



Green Tech High Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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By

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

The Green Tech Leadership team prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Dona Bulluck	Chair	Executive
Tony Kelley	Treasurer	Executive
Marie Allen-Campbell	Secretary	Executive
Barry D. Walston	Trustee	
Thomas Mueller	Trustee	
Izabella Martin	Trustee	
Vinay Pai	Trustee	

Kimberly Davis has served as Middle School Principal since 2024. Andrea Lowe has served as the High School Principal since 2024.

SCHOOL OVERVIEW

Green Tech High Charter School (GTHCS) has been providing a vital option for young men in grades 9-12 in the Capital Region since 2008. Beginning in 2019, GTCS then expanded by adding middle school grades 6-8 a grade at a time. We offer a meaningful opportunity to reach students at an earlier point in their educational trajectory and fill the demand for a single gender public middle school in the Capital Region. The school has gained additional financial strength in this charter term since we are grades 6-12.

Vision

To prepare young men to be college and career ready through a rigorous academic and character-building educational experience.

Mission

Green Tech High Charter School prepares young men to complete high school with a Regents diploma, so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood. Green Tech High will succeed in this mission by providing a complete high school curriculum, backed by a philosophy and culture, that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology, providing an understanding of how technology impacts our future and instills a knowledge of environmental factors including human impact and sustainability.

School

Philosophy

Green Tech High Charter School was founded on the belief that all students can develop the skills, motivation and perseverance required to prepare them to complete college. Well-taught classes, combined with 1-on-1 attention and a positive culture, can allow all students to become college-ready.

Programming Updates

During the 2023-2024 SY, Green Tech implemented dress down Fridays for scholars if they met certain criteria in having good standing in academics, attendance, and behavior. To ensure scholars had a voice in decision making, we established the Principal's Advisory Committee (PAC). Green Tech was fully staffed at one point for the first time since before covid, which was major. We made a time change to the school day to make Green Tech more marketable to educators and families. Lastly, our basketball team won the inaugural NYS Class AAA State Championship.

For the 2024-2025 SY, Green Tech has been intentional about ensuring recommendations from CSI were addressed and set in place. We have added an ENL and Grants Coordinator position, to be more intentional and strategic about recruiting more ENL students. This also affords us the opportunity to become more diverse within our student body and become more financially sustainable to support Green Tech. Green Tech has also partnered with DSS to provide a stable educational environment for socio economically disadvantaged students. Green Tech will now be a safe haven for all students.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

For the 2024-2025 SY, we have three main focuses; reverse suspension, attendance, and more college course offerings. We are launching our Reverse Suspension program. This program allows us to have increased parental involvement while addressing student behaviors that are not conducive to the learning environment. Instead of suspending students, we now will have parents come and shadow their scholars for either a half day or whole day of school. The hope is that academic performance increases and student misbehaviors decrease. We will also be focusing heavily on attendance and tardies. We have rolled out a new policy and procedures for identifying and tracking attendance and tardies. We want to decrease attendance issues in the MS by 2% and the HS by 4%. Lastly, we worked tirelessly to obtain a college partnership. We were fortunate to partner with Fulton-Montgomery Community College and have now increased college course offering from 2 courses in previous years to 12 courses this SY.

A Holistic Approach to Education

We continue our exciting and innovative, open campus and Community Hour for just juniors and seniors in 2024-25. At Green Tech we require a lot from our students, but we go above and beyond in providing innovative ways for a young man to experience freedom and practice responsibility.

5 Days on Campus, Traditional School Learning

Innovative Open Campus + Community Hour and exclusive clubs

Green Tech is known for teaching a young man discipline and safeguarding him from harmful choices. In this journey, he needs hands-on-training in an informed environment to integrate what he learns. Our new campus is designed to focus all of his academic and extracurricular activities into five full days on site. It has featured an open campus community hour at lunch where a student can be free to participate in clubs (including our new eSports Official league), socialize with teachers and students, or get lunch where he chooses (without our administrative body losing track of him). We recognize that a young man needs discipline, but he also needs as much freedom as he can handle. This unique campus experience has gone a long way into giving him the reins he needs through exploration and accountability.

Alternative Periods on Fridays are a mandatory school day, but students' schedules reflect an A/B class schedule. On A Day students attend Periods 1, 2, Zeros Are Not Permitted (Z.A.P.), Lyceum, Lunch, 3, and 4. On B Day periods 1, 6, Zeros Are Not Permitted (Z.A.P.), Lyceum, Lunch, 7, and 8. This is a tried and proven education model that has met with great success this last year. Through instructor-led services such as Personal Academic Review (P.A.R.) and Z.A.P. to help students get ahead on grades, as well as Lyceum our school-wide assemblies, we use the day to take a holistic approach to education, focusing on our young men's social and emotional development. Our A/B schedule on Fridays remains at the ready to deliver the highest standard of education for our young men.

Frats

One of Green Tech's best kept secrets is our frats. We have a rich tradition of four historic fraternities named for the historic Black colleges and Universities who have stood for achievement and excellence for

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

generations. In your first days of starting school, all new students are sorted into a fraternity they will call home with opportunities to connect with other young men in their frat, show frat spirit, and build a fun and lasting brotherhood. Finding out which frat students will belong to is part of the excitement of your journey here at Green Tech.

Focus on Gaming

At Green Tech we have a reputation for academic and athletic excellence and our newest frontier is in the field of eSports. We're launching a new official eSports VARSITY team where students will have a chance to compete on state-of-the-art gaming equipment, play the newest games, and have chances to win scholarship and prize money in local and nationwide tournaments.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23							46	40	36	118	74	55	59	428
2023-24							45	45	43	99	83	69	43	427
2024-25							48	46	50	90	81	75	60	450

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2022-23	2019-20	2019	54	0	54
2023-24	2020-21	2020	42	0	42
2024-25	2021-22	2021	65	1	64

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 school year, regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2019-20	2019	54	0	54
2023-24	2020-21	2020	45	0	45
2024-25	2021-22	2021	64	0	64

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2022-23	2018-19	2018	62	0	62
2023-24	2019-20	2019	53	0	53
2024-25	2020-21	2020	46	0	46

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

PROMOTION POLICY

10th- 12th grade students must earn a "C- "(70) or higher in each final grade to be eligible for promotion to the next grade.

9th grade only: (67) or higher for freshman Core Classes only. Electives and Spanish classes require (70 or higher) in each final grade to be eligible for promotion to the next grade.

Final Grades are assigned as follows:

Event 1	Value	Event 2	Value	Event 3	Value
1 st Quarter Performance	16% of total grade	2 nd Quarter Performance	16% of total grade	Mid-Term Examination	8% of total grade
Event 4	Value	Event 5	Value	Event 6	Value
3 rd Quarter Performance	20% of total grade	4 th Quarter Performance	25% of total grade	Final Exam	15% of total grade

A student may be retained (discretion of the principal with recommendation of teacher) if he does not successfully complete his reading, writing, and math proficiency exam and/or pass the final exam in the area of study. If a student fails a final exam or Regent Exam, he must attend the Summer Academy until he passes it. The student will receive a

4-week tutorial, and then retake the final or Regents. If he fails a second time, he must complete the Summer Academy and retake the Regents exam the next time it is offered.

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet New York standards for graduation and successfully complete the academic requirements of the school within four to five years after entering the ninth grade.

Graduation Goal Measure 1 - Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	73	88%
2024	63	90%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Graduation Goal Measure 2 - Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams through at least 2021-22, some second year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 Cohort will have completed its second year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including special appeals)
2021	2022-23	68	29%
2022	2023-24	84	23%
2023	2024-25	73	26%

Graduation Goal Measures 3 & 4 - Absolute

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

The school's specific graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2019	2022-23	54	49	91%
2020	2023-24	45	41	91%
2021	2024-25	64	56	88%

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2022-23	62	56	90%
2019	2023-24	53	49	92%
2020	2024-25	46	45	98%

¹ These data reflect August graduation rates.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Graduation Goal Measure 5 - Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2019	2022-23	54	49	91%	723	77%
2020	2023-24	45	41	91%	732	73%
2021	2024-25	64	56	88%		

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

Of the 56 graduates of the 2021 Cohort, six utilized a pathway other than the traditional Humanities.

- 3 Career Development and Occupational Studies
- 1 Career and Technical Education
- 2 Language other than English

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved four of the five metrics within the graduation goal. Many first- and second-year students (90% and 88% respectively) earned the required number of credits to advance to the next grade level. 91 percent of students in their fourth year of high school graduated with a Regents or Local diploma. In addition, 98 percent of the 2020 Cohort students have now graduated with a Regents diploma after five years.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2023-24 results as a temporary placeholder for the district's 2024-25 results.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

26 percent of the 2023 high school cohort passed at least three Regents exams by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three Regents and it has not determined who graduates on time in the past.

The school's four-year graduation rate is typically higher than the local district. Although the district's 2021 cohort graduation rate is unavailable at the time of this report, we did outperform the most recent graduation rate by 15 percentage points.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Yes
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Yes
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Unable to Assess

EVALUATION OF THE GRADUATION GOAL

In 2024-25, 88 percent of students graduated after four years in high school and .

ACTION PLAN

Support with Graduation: Annually, our leadership team, which includes the co-principals, the director of student support & community partnership, and the head dean of students, begins to review senior data in October to identify students in need of support to graduate. If students are not making adequate progress by December, we have intervention meetings with students and their caregivers to address their status. We provide individualized support to help meet the needs of each student. If we identify that a student's graduation status may be in doubt, they are placed in a credit recovery course. In April, we review student data again to monitor students' progress toward graduation. One of our most effective

practices for ensuring that students graduate on-time is the Zeros Aren't Permitted (ZAP) program, in which students are identified for weekly remediation; see page 7 for more information on this program.

GOAL 2: COLLEGE PREPARATION

Students at GTCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

College Counseling: Our college counseling office is dedicated to helping each student find the best option for postgraduate education. The office hosts multiple college tours and instant admissions days where local colleges come to GTCS to meet with students. All juniors attend a college fair each spring and again in the fall as a senior to learn more about college options. In 2024-25, we held a college fair for Historically Black Colleges and Universities (HBCUs), welcoming HCBUs from across the country to our campus in March. As a school serving a predominantly Black student body, this event was a valuable opportunity to connect students with higher education institutions that empower Black scholars, offer culturally affirming environments, and provide strong academic and professional support networks.

College Application Support: GTCS uses Naviance Family Connection to assist students and parents with the college research and the college application process. Naviance is an efficient system for processing and submitting college application materials to a college or university. We also provide students with a timeline of what they should be doing each season to prepare for college research and choice, applications, testing, school visits, fairs, scholarships, and financial aid, as well as support to accomplish each of these milestones.

Career Exploration: At GTCS, we prepare students for success after they graduate by offering career exploration opportunities. This includes our barbering program, which offers hands-on training and equips students with practical skills necessary to pursue professional opportunities upon graduation. Students are also able to participate in internships in our community. For example, our students have gained valuable real-world experience through the New York State Legislature Senate Internship Program, where they conducted legislative research and assisted with constituent services. Additionally, students have explored healthcare careers through the Albany Med Career Pathway Program, shadowing medical professionals and participating in training sessions across various departments. Our Celebrity Barber Shop Internship has provided students with entrepreneurship experience and customer service skills, while the ICAN Nursing Program has given students foundational exposure to patient care and clinical simulations. Through the Faces of Medicine "Ambassadors" Program, students have served as ambassadors while exploring medical professions and addressing health disparities in their communities. GTCS offers pathways to prepare students for immediate entry into the workforce.

College Course Offerings: GTCS partners with Fulton–Montgomery Community College, a community college outside of Albany. Through this partnership, we offer college courses to GTCS students. These courses are taught by GTCS faculty on our campus, enabling any interested high school students to participate in a college course. In 2024-25, we offered twelve college courses, including: Sports and

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Entertainment Marketing; Introduction to Drawing; Introduction to Business; College Algebra; Real World Math; Introduction to Psychology; Physics; Introduction to Sociology; and US History. Over 75 GTCS students in 2024-25 participated in at least one college-level course.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

Percentage of the 2021 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
FCC College Course	49	49	100%
SAT Reading 480+	9	8	89%
SAT Math 530+	9	1	11
WINlearning-work ready certificate	3	3	100%
Overall	56	51	91%

College Preparation Goal Measure 2 - Absolute

³ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 3 - Comparative

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

College Preparation Goal Measure 4 - Absolute

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)]*100
2019	2022-23	49	27	55%
2020	2023-24	41	13	32%
2021	2024-25	56	28	50%

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school achieved one of the two college preparation measures in 2024-25. 91 percent of graduating students demonstrated their preparation for college based on one of the following indicators: SAT scores,

⁴ Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

work certification, Regents Diploma with Advanced Designation, or earning credit for a college level course. 32 percent of our 2024 graduates matriculated in a two- or four-year college in the past year. We collect this information through connecting with our alumni informally and gathering data from the National Student Clearinghouse.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Yes
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	No

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our school's counseling center provides programming to students in all four years of high school to prepare for the opportunity to attend a two- or four-year college after graduation. Students who are not interested in college have the opportunity to explore various career options.

The school continues to develop our alumni network. We have informal communication with graduates, collect data through the National Student Clearinghouse and student surveys.

ACTION PLAN

We continue to fine tune the college and career preparation that we offer our scholars. In advisory, teachers work with the counseling team to support students with activities such as college applications and career exploration. Our advisory curriculum is tailored for the expectations in each grade level: ninth grade advisory is focused on the characteristics of success, tenth grade is focused on college tours, eleventh grade is focused on leadership training, and twelfth grade is focused on college applications and career exploration. Students work closely with their advisor to review graduation requirements and ensure that they are on track to graduate.

GOAL 3: ENGLISH LANGUAGE ARTS

Green Tech High Charter School students will become proficient readers and writers of the English language.

BACKGROUND

In middle school, we use iReady as our core English language arts (ELA) curriculum. We introduced iReady in 2020, replacing the teacher-created curriculum previously in place. We chose to make this transition because of the demonstrated success rate of the iReady program in fostering student literacy skills. To supplement core instruction and provide additional learning opportunities, teachers also use resources such as Wisewire, Actively Learn, SpringBoard, CommonLit, and questions from past state assessments. In high school, we offer the following courses: Literature 9, Literature 10, Literature 11, Literature 12, Regents Literature Prep, and College Literature. The curriculum for these high school courses is developed by our teaching staff with support from our instructional leadership team.

MIDDLE SCHOOL ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	27	1	1	0	0	0	2	31
7	37	0	0	0	0	0	2	39
8	42	1	0	0	0	1	0	44
All	106	2	1	0	0	1	4	114

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	27	13	48%			
7	37	15	41%	24	11	46%
8	42	16	38%	36	16	44%
All	106	44	42%	60	27	45%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁶

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
106	14	44	29	12

$$PI = 0 * 14_{\text{Level 1}} + 1 * 44_{\text{Level 2}} + 2 * 29_{\text{Level 3}} + 2.5 * 12_{\text{Level 4}} = 133$$

⁵ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

⁶ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

2024-25 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	46%	24		
8	44%	36		
All	45%	60		

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁸

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	86.7	439	438.5	0.05
7	95.6	448	442.7	0.55
8	86	447	444.7	0.23
All	89.5	444.7	441.9	0.28

ELA Measure 5 - Growth

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁹

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0

⁸ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

⁹ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

6	48.6	50.0
7	45.2	50.0
8	62.9	50.0
All	51.2	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: iReady

iReady Reading	Percent at Early/Mid and Above Grade Level	
Grade	Fall Administration	Spring Administration
6	17%	33%
7	13%	15%
8	21%	43%

SUMMARY OF THE ELA GOAL

The charter school met two of the five English Language Arts goals we are able to report on in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. We are unable to compare to the local district's NYS ELA proficiency as the 2024-25 outcomes have not been made available publicly yet. Based on the 2023-24 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 6-8 in 2023-24 was above the target of 50. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

Type	Measure	Outcome Met
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English	Unable to Assess

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide district NYS 3-8 assessment results have not been posted.

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did not meet this measure. Overall, 45% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment.
- Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 133, exceeding the target measure of interim progress of **117.3**.
- Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - District scores have not been released publicly at the time of this report.
- Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school *almost* met this measure, having an effect size of 0.28 in 2023-24, the most recent data available.
- Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did meet this measure, having a growth percentile of 51.2.
- The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments. Based on the Reading iReady assessments, more students tested on grade level on the spring test administration.

ELA ACTION PLAN

Green tech will continue with current practices in MS English Language Arts. To support teachers with delivering our instructional model, our school principals and the director of curriculum, assessment, and instruction (DCAI) provide instructional coaching. We also have a teacher mentoring program, wherein experienced teachers mentor new teachers. Under this framework, teachers are categorized into one of three tiers: teacher of concern, teacher on track, and high-performing teacher. Each tier receives

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

differentiated coaching and professional development from a designated member of the instructional leadership team. This structured approach ensures that all teachers receive the guidance necessary to strengthen their instructional practice, address student needs, and improve academic outcomes.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	5	10	20%
2020	2023-24	42	2	5	13%
2021	2024-25	64	0	18	28%

High School ELA Measure 2 - Absolute

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	5	47	96%
2020	2023-24	42	2	23	58%
2021	2024-25	64	0	49	77%

High School ELA Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	20%	54	37%	723
2010	13%	42	36%	732
2021	28%	64		

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	96%	54	63%	723

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2010	58%	42	62%	732
2021	77%	64		

High School ELA Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School ELA Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23				
2020	2023-24	N/A			
2021	2024-25	15	0	4	20%

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

High School ELA Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently **scoring at Performance Level 3** on the Regents Exam in English Language Arts (Common Core)) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23				
2020	2023-24	N/A			
2021	2024-25	15	0	13	87%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

77 percent of the 2021 accountability cohort received credit for the ELA Regents with a performance level 3 or better, whereas 28 percent earned a 4. Based on the most recent district ELA Regents data, GTCs did have a higher Regents pass rate of students earning levels 3+. A small number of the 2021 cohort did take the NYSTP ELA assessment in 8th grade because it was optional in spring 2021. 87 percent of those who were not proficient then passed the ELA Regents after four years in high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Yes
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	No
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Yes
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Yes

EVALUATION OF HIGH SCHOOL ELA GOAL

Although the percentage passing a math Regents exam after four years in high school did increase this year, GTCS did not meet the math goal in 2024-25. 76% of the four-year cohort passed a math Regents with a level 3+, while 7% earned a performance level 4.

ACTION PLAN

GTCS will continue with current high school practices in high school English Language Arts. One of our best practices for ensuring that all students receive differentiated instruction designed to meet their needs is our Zeros Aren't Permitted (ZAP) period. ZAP is a school-wide intervention that supports students who are behind in a course or subject as well as students that may benefit from accelerated learning. Students attend ZAP every Wednesday. During this time, teachers work with students to make up assignments, complete extra credit work, and reteach when necessary. ZAP ensures that all students are supported in reaching their learning targets, and also provides dedicated time for accelerated students to receive additional support.

GOAL 4: MATHEMATICS

Green Tech High Charter School students will become proficient in the application of mathematical skills and concepts.

BACKGROUND

In Grade 6, we use the iReady math program. In Grades 7-8, we use All Things Algebra, a rigorous curriculum that prepares all students for success on the Algebra I Regents exam in Grade 8. iReady was introduced in 2020, replacing the teacher-created curriculum. As with ELA, we chose to make this transition because of the demonstrated success of the iReady program in improving mathematics skills. In high school, we offer the following math courses: Algebra I, Pre-Algebra, Algebra II, Pre-Calculus, Geometry, Algebra Regents Prep, Real World Math, and College Algebra. The curriculum for these high school courses is developed by our teaching staff with support from our instructional leadership team.

Math Enrichment

All students that are performing on or above grade level take a 50-minute enrichment course beginning in 6th grade that offers an accelerated math curriculum in which students will have the opportunity to be placed on track to take our Algebra Regents course by 8th grade.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	27	1	1	0	0	0	2	0	31
7	37	0	0	0	0	0	2	0	39
8	0	0	44	0	0	0	0	0	44
All	64	1	45	0	0	0	4	0	114

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	27	4	15%			
7	37	6	16%	24	3	13%
8						
All	64	10	16%	24	3	13%

Performance on a Regents Math Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Algebra 1	39	8	21%
8	2022-23	Algebra 1	32	6	19%
8	2023-24	Algebra 1	37	12	32%
8	2024-25	Algebra 1	43	8	19%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
64	34	50	16	0

$$PI = 0 * 34_{Level\ 1} + 1 * 50_{Level\ 2} + 2 * 16_{Level\ 3} + 2.5 * 0_{Level\ 4} = 81$$

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2024-25 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	13%	24		
8				
All	13%	24		

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.¹²

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	86.7	435	443.8	-0.65
7	95.6	437	446.6	-0.71
8				
All	91.4	436.1	445.3	-0.68

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.¹³

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are

¹² These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

¹³ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	28.8	50.0
7	33.2	50.0
8	29.5	50.0
All	31.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady

iReady Math	Percent at Early/Mid and Above Grade Level	
Grade	Fall Administration	Spring Administration
6	8%	9%
7	5%	8%
8	13%	38%

SUMMARY OF THE MATHEMATICS GOAL

The charter school met four of the six mathematics goals in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 81 which does meet this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Comparatively, we are unable to report on district proficiency as the scores have not been made public yet. Based on the 2023-24 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 was not above the target of 50. The school's demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data .

Type	Measure	Outcome Met
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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide district NYS 3-8 assessment results have not been posted.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS mathematics exam.
 - The charter school did not meet this measure. Overall, 13% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Overall, 15.63% of students in grades 6 and 7 scored at performance level 3 & 4.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 81, exceeding the target measure of interim progress of 119.4.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - District scores have not been released publicly at the time of this report.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did not meet this measure, having an effect size of 0.28 in 2023-24, the most recent data available.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 will be above the target of 50.
 - The charter school did meet this measure, having a growth percentile of 31.1.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments. Based on the Math iReady assessments, an increased number of students tested on grade level on the spring test administration.

ADDITIONAL CONTEXT AND EVIDENCE

All eighth grade students take the Algebra 1 Regents exam.

Performance on a Regents Math Exam Of 8th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Algebra 1	39	8	21%
8	2022-23	Algebra 1	32	6	19%
8	2023-24	Algebra 1	37	12	32%
8	2024-25	Algebra 1	43	8	19%

MATHEMATICS ACTION PLAN

The Administrative Data Team ensures that instruction in all MS subjects remains data-driven and responsive to student needs by conducting structured assessment reviews and providing teachers with actionable insight. This continues to be of great importance to specifically target math concepts that need reteaching.

- **Weekly Data Analysis & Reporting:** The Administrative Data Team meets weekly to analyze student performance on iReady, Pear Assessment, and teacher-created assessments. In these meetings, data leads identify trends, strengths, and areas for improvement across grade levels and content areas.
- **Teacher Data Reports from Pear Assessment:** Teachers receive detailed performance reports directly from Pear Assessment, which highlight student achievement, question-by-question breakdowns, and standards mastery. These reports help teachers pinpoint areas requiring reteaching or intervention.
- **Targeted Reteaching & Intervention Planning:** Based on data analysis, the Administrative Data Team collaborates with instructional coaches to develop reteaching plans that address identified gaps. These plans include:
 - Adjustments to instructional pacing and lesson focus
 - Small group interventions for struggling students
 - Strategies for reinforcing high-performing skills
- **Data-Driven Professional Development:** Assessment results guide teacher training and instructional support, ensuring professional development directly addresses areas where students need the most support.
- **Progress Monitoring & Follow-Up:** The Administrative Data Team tracks student growth over time, ensuring that interventions are effective. Teachers receive follow-up reports and ongoing support to refine their instructional strategies.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently **scoring at or above Performance Level 4** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	30	4	11%
2020	2023-24	42	0	0	9%
2021	2024-25	64	0	0	0

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently **scoring at or above Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	30	13	38% *all received exemption for at least one math regents
2020	2023-24	42	0	5	12% *all received exemption for at least one math regents
2021	2024-25	64	0	20 *37 w. appeals	31% *58% w. appeals

High School Math Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	17%	54	11%	723
2020	0	42	9%	732
2021	0	64		

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	38% *all received exemption for at least one math regents	54	27%	723
2020	12% *all received exemption for at least one math regents	42	30%	732

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2021	31% *58% w. appeals	64		
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High School Math Measure 6 - Comparative

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school’s goal attainment when data become available.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently **scoring at Performance Level 4 and fully meeting Common Core expectations** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23				
2020	2023-24	N/A			
2021	2024-25	13	0	0	0

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

expectations (currently **scoring at Performance Level 3** on a Regents mathematics exam) by the completion of their **fourth year in the cohort**.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2019	2022-23				
2020	2023-24	N/A			
2021	2024-25	13	0	4	31%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

With appeals and exemptions 63 percent of the 2021 accountability cohort received credit for a math Regents with a performance level 3+. Based on the most recent district math Regents data, GTCS had a higher pass rate of students earning levels 3 and 4. This 2021 cohort had the option to take the NYSTP math assessment in 8th grade because it was optional in spring 2021. 31% of the students who tested below proficiency in the eighth grade received credit for a math Regents after four years in high school.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will	No

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Yes*
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Although the percentage passing a math Regents exam after four years in high school did increase this year, GTCS did not meet the math goal in 2024-25. The 2021 cohort did compare favorably to the local district using the most recent numbers available. 31% of students who were not proficient in eighth grade earned credit for a math Regents after four years in high school.

ACTION PLAN

The high school math program will continue with current practices and interventions. We also offer Saturday Academy for middle school students. In 2024-25, we provided ten weeks of Saturday Academy. Saturday Academy is optionable but recommended to students that are not meeting grade-level standards. During Saturday Academy, teachers use resources from iReady, Khan Academy, and additional materials to provide ELA and math instruction. Across all grade levels, teachers are also available every day after school to meet with students and provide tutoring. Finally, we have a Community Hour every day during lunch. During this time, students in all grade levels can meet with teachers, participate in clubs, and receive tutoring.

GOAL 5: SCIENCE

Goal 5: Green Tech High Charter School students will demonstrate competency in the understanding and application of scientific reasoning.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

BACKGROUND

The science program takes an interdisciplinary approach to building understanding. Our science curriculum develops our young men to become life-long problem solvers and critical thinkers. Based on the New York State P-12 Science Standards, we design units of study that prepare middle school students for high school science courses and beyond. Through experimentation, inquiry, critical thinking, problem solving, lab work and teamwork, all students are provided with the experiences necessary to become responsible decision-makers in this increasingly technological world. Our science curriculum focuses heavily on developing the language and computational skills of our students. Students ask questions and define scientific problems while using models and lab-based inquiry to carry out investigations. Students use mathematical thinking to analyze data and construct explanations or develop plans for further investigation. Teachers provide support through content focused mini-lessons that instill foundational knowledge in students. Additionally, teachers will foster independent learning habits through coaching and pushing students to sharpen their thinking through high-order questioning. In high school, we offer the following science courses: Living Environment, Earth Science, Chemistry, Physics, College Physics, Environmental Science.

MIDDLE SCHOOL SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform **at or above proficiency** on the New York State science examination.

The school administered only the Life Science Biology Regents to grade 8 students.

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

Not Applicable.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	39	8	21%
8	2022-23	Living Environment	31	5	16%
8	2023-24	Living Environment	38	9	24%
8	2024-25	Life Science Biology	39	17	44%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 8th grade students in science utilizing the NYS Regents Science assessments. 44 percent of students achieved proficiency on the Life Science Biology Regents exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

GTCS did not achieve the science measure in grade 8 as fewer than 75% demonstrated proficiency in subject.

ACTION PLAN

GTCS will continue with current programming and supports in middle school science.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score **at least 65** on a New York State Regents science exam by the completion of their fourth year in the cohort.

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Life Science: Biology, Earth and Space Sciences, Earth Science and Chemistry exam(s). This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	47	7	100%
2020	2023-24	42	5	6	16%
2021	2024-25	64	3	36 *45 w.appeals	59% *74% w. appeals

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of **65 or above** will exceed that of the high school Total Cohort from the school district of comparison.

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, the school presents most recently available district results.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	100%	54	23%	723
2010	16%	42	22%	732
2021	59% *74% w. appeals	64		

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Including special appeals, 74 percent of the 2021 cohort earned credit for a science Regents.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Yes

ACTION PLAN

GTCS will continue with current high school programming in the science department.

GOAL 6: SOCIAL STUDIES

Green Tech High Charter School students will understand, analyze and evaluate history and geography.

BACKGROUND

Our middle school social studies curriculum is teacher-created and aligned to state learning standards. In high school, we offer the following social studies courses: Global I, Global II, US History, Economics, College Psychology, College Sociology, and Government. The curriculum for these courses is teacher-created.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Social Studies Measure 1 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	54	–	–
2020	2023-24	42	1	21	51%
2021	2024-25	64	0	54	84%

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exams up through the summer of their fourth year, school presents the most recently available district results.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	–	54	3%	723
2020	51%	42	51%	732
2021	84%	64		

Social Studies Measure 3 - Absolute

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	–	–	54%
2020	2023-24	42	0	18	43%
2021	2024-25	64	0	40	63%

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	54%	54	11%	723
2020	43%	42	53%	732
2021	63%	64		

SUMMARY OF THE SOCIAL STUDIES GOAL

The scholars achieved the absolute measures in U.S. History, but not Global History. Greater than 75 percent of the four-year accountability cohort scored at greater than 65 percent on U.S. History. 84% passed the U.S. History Regents and 63% passed the Global History Regents. Although the local district 2024-25 social studies results have not been posted as of yet, our four-year cohort typically outperforms their levels on this measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	Yes
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	No
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	Yes

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	Yes
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EVALUATION OF THE SOCIAL STUDIES GOAL

The social studies accountability goal was partially met in 2024-25. 84 percent of the four-year cohort passed the U.S. History Regents and 63 percent passed the Global History Regents. Based on the district's 2023-24 social studies four-year pass rates, our 2021 cohort outperformed those numbers on both assessments. Because students can graduate by passing only one social studies Regents, we are seeing more relying on the extra STEM path utilizing a second math or science Regents that they pass through their required coursework.

ACTION PLAN

The school will continue with current programming in social studies.

GOAL 7: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing LSI, but PTSI in one subgroup
2024-25	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school is in good standing.